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ABSTRACT

Intended for clinicians working individually with children (in grades k-3) who have mild to moderate articulatory disorders, the guide provides information on an articulation based program to establish the target phoneme in structured speech in the therapy room. Material is divided into three sections according to the phoneme being focused on. Each section includes an outline of program procedures; program definitions; the listing of 30 items of a sound production task; a table on the steps in the articulation base program: prevocalic, intervocalic, and postvocalic pictures and key sentences; stories with key words; and a sample program recording sheet and speech response chart. It is noted that clinicians using the program should have knowledge of behavior modification principles, including the appropriate use of reinforcement schedules and the establishment of criterion levels. (SB)

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articulation base program

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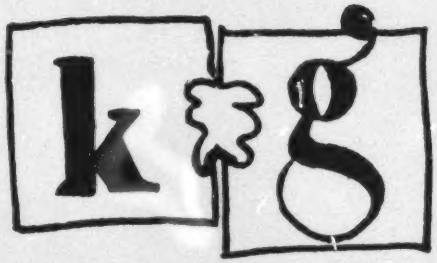

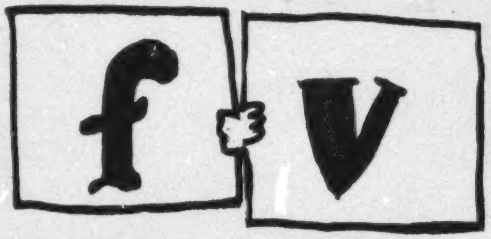

by

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Preface

This program was written for student clinicians in the Department of Communication Disorders at Northern Illinois University. It is designed as a guide for clinicians working with children in individual therapy (kindergarten-third grade) who have mild to moderate articulatory disorders. The terminal objective of the program is to establish the target phoneme in structured speech in the therapy room. A transfer program to establish the target phonemes in conversational speech in the school and home environment should be initiated upon completion of this program.

Clinicians who use this program should be familiar with behavior modification principles, including the appropriate use of reinforcement schedules and the establishment of criterion levels, effective in learning. In order to fully understand the program, it would be helpful for the clinician to be familiar with the Behavior Modification Articulation Program developed by the Joint-County School System, Decorah, Iowa and Evaluating Speech Therapy Through Precision Recording by Donald E. Mowrer, JSHD, 34, 239-244 (1969). Portions of this program are adapted from both of these references.

Acknowledgements

Special thanks are given to the following graduate students for their participation in developing this program:

Elaine Alzoa
Margaret Feltes
Michelle Hirt
Danna Loeh
Orysia Protyniak
Roberta Silver
Martha Velett

ARTICULATION BASE PROGRAM /ʃ /

I. Determine the base rate information and record it at the bottom of the Speech Response Chart under Testing Information.

A. Sample - results of conversational speech sample (see Program Definitions)

B. Items - results of Sound Production Task (page 5)

1. Therapy is indicated when the conversational speech sample shows less than 80% correct production of the target phoneme and correct production of the Sound Production Task is less than 24.

II. Shape sound in isolation (series A - Step 1) and proceed through Series and Steps as outlined in the program.

III. When beginning the new sound, it may be necessary to review several steps before proceeding with new steps. However, this is left up to the discretion of the clinician.

IV. Criterion for Branching

If at any time the child's performance falls below an 80% correct response rate the clinician should branch.

V. Recording Responses and Graphing

A. Record correct and incorrect responses on the Recording Sheet. Convert the scores into rates/minutes and plot the Total Response Rate and Error Response Rate on the Speech Response Chart.

1. Total Response Rate - $\frac{\text{number of responses}}{\text{number of minutes in class}}$

2. Error Response Rate - $\frac{\text{number of incorrect responses}}{\text{number of minutes in class}}$

An 80% or better correct response rate is indicated if the distance between the total response rate and the error response rate is two inches or more apart on the logarithmic graph (Speech Response Chart).

VI. The program is terminated when series F is completed. Key words in stories are elicited through questions by the clinicians and the story is retold by the child at a level of 80% or better correct response rate.

VII. Final Criterion Test - administer the Sound Production Task. Criterion for passing is 24 out of 30 correct repetitions or reading of items. Engage the child in three minutes of conversational speech relevant to the stories in series F. Criterion for passing is 80% or better correct production of target phonemes.

A. Record scores at the bottom of the Speech Response Chart under Testing Information - Post Test.

1. Sample - results of conversational speech sample.

2. Items - results of Sound Production Task.

Program Definitions

1. Criterion - Suggested number of consecutive correct responses required to allow progression to the next step or series. Criterion levels may be adjusted by the clinician.

2. Branching - Repeating an earlier step or series or the use of appropriate supplementary work.
3. Conversational Speech Sample - Counting of correct and incorrect target phonemes during a three minute period of the child's conversation. Clinician's remarks during this time should be restricted to the asking of leading questions.
4. Sound Production Task - A series of isolated sounds, syllables, words, phrases, and sentences which include the target phoneme.
5. CRF - Continuous Reinforcement
6. VR - Variable (ratio or interval) Reinforcement schedule as determined by the clinician.

ARTICULATION BASE PROGRAM /ʃ /

30 Item Sound Production Task

1. /ʃ/
2. she
3. /ʃe/
4. /iʃ/
5. /uʃ/
6. pushtoy
7. fishnet
8. dishrag
9. mustache
10. freshly
11. washcloth
12. dishes
13. pushcart
14. battleship
15. ocean
16. vacation
17. We saw a good show.
18. I will shake your hand.
19. I guess she did it.
20. I am sure I can go.
21. He has one black shoe.
22. The roof shook in the storm.
23. There is a deep ocean.
24. splash
25. brushing
26. station
27. shirt
28. shower
29. keep sharp
30. He has big shoulder.

ARTICULATION BASE PROGRAM

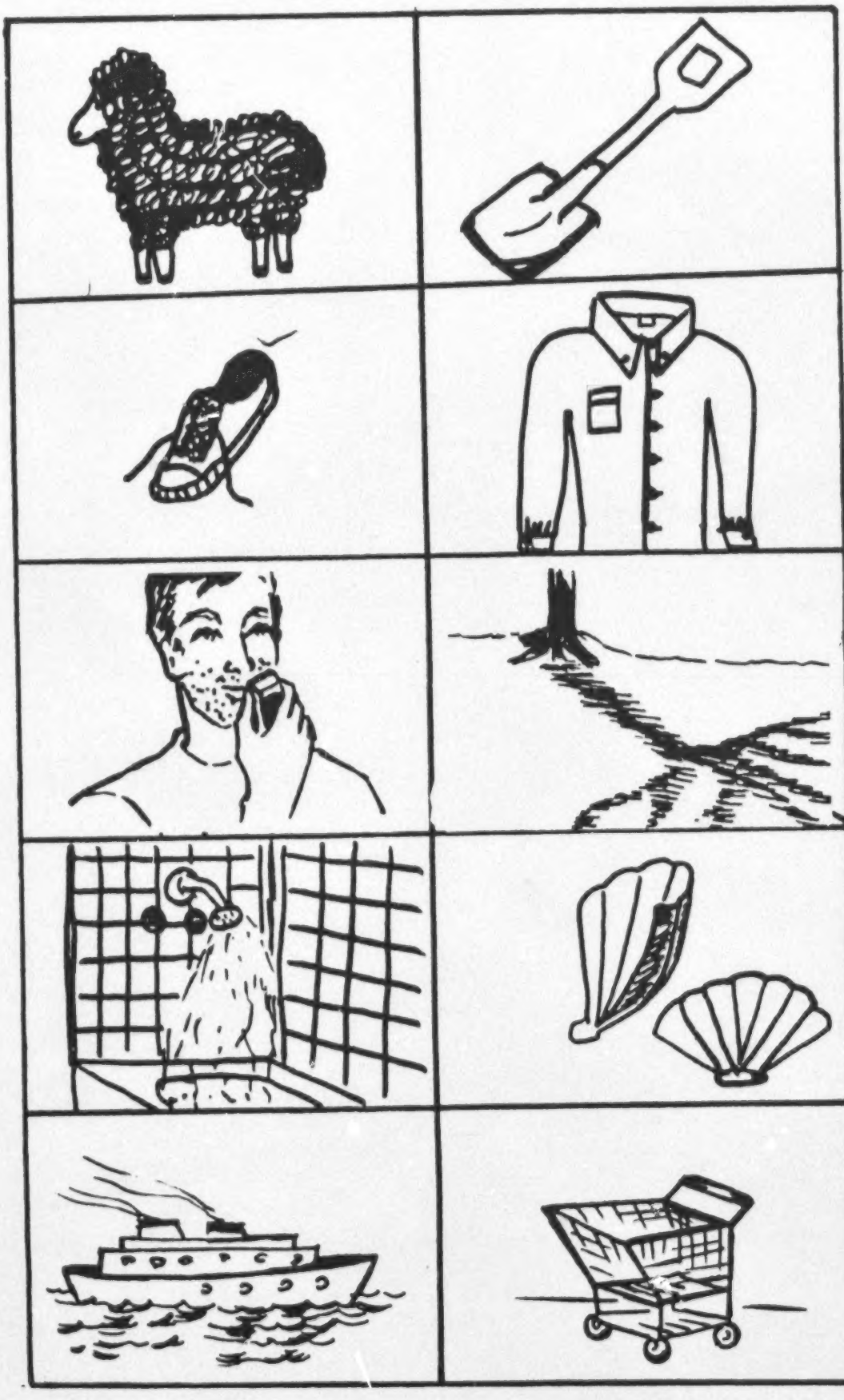
Series	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation.	CRF	
	2	Say / /*	CRF	15
	3	Say it by yourself.	CRF	15
B	1	Say /-e/	CRF	3
		Say it by yourself.	CRF	5
	2	Say /e-/	CRF	3
		Say it by yourself.	CRF	5
	3	Say / -e- /	CRF	3
		Say it by yourself.	CRF	5
	4	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in prevocalic position in words. Say: _____.	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the intervocalic position in words. Say: _____	VR	10

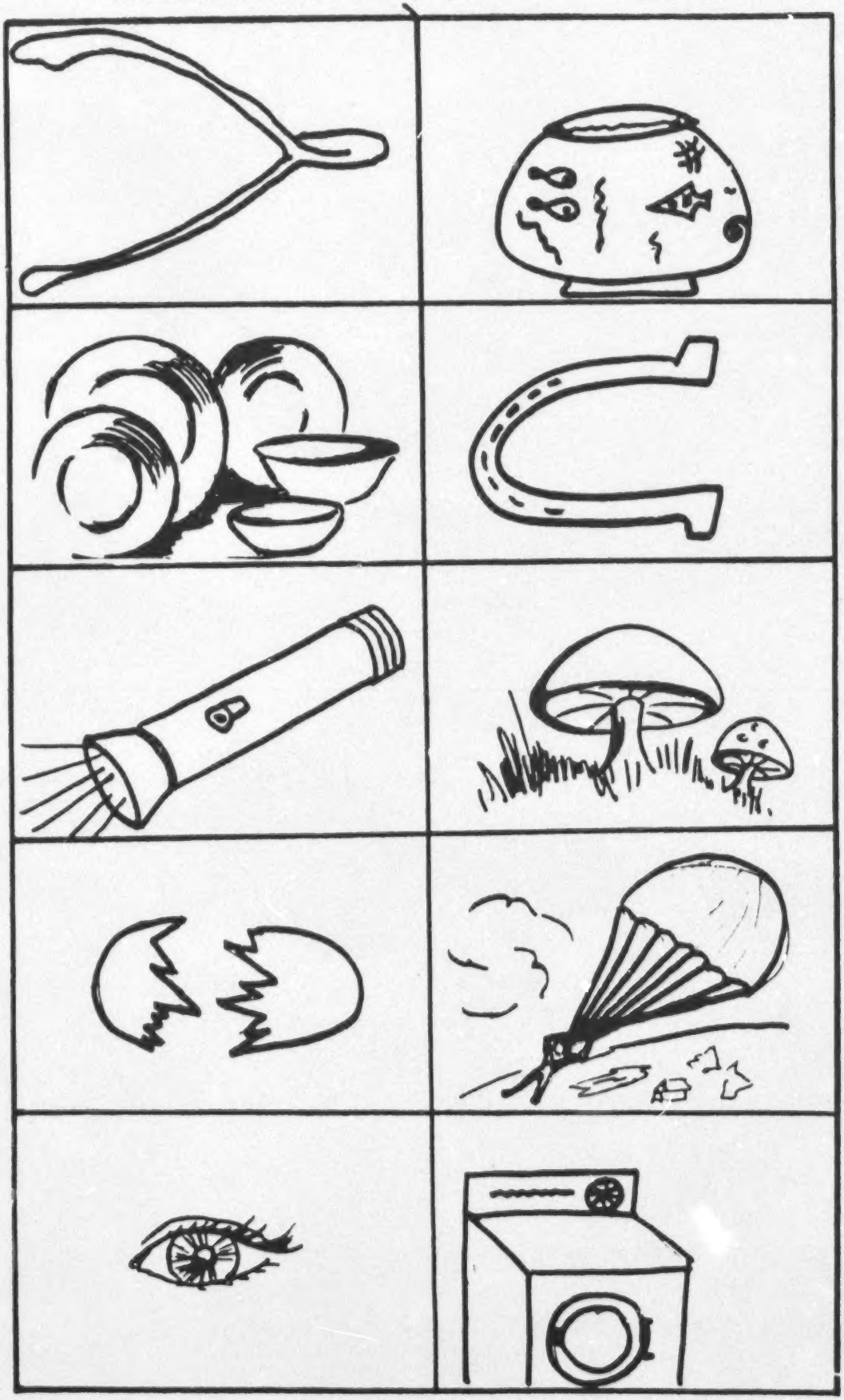
* / / = target phoneme

/-e/ = target phoneme combined with vowel such as /ke/

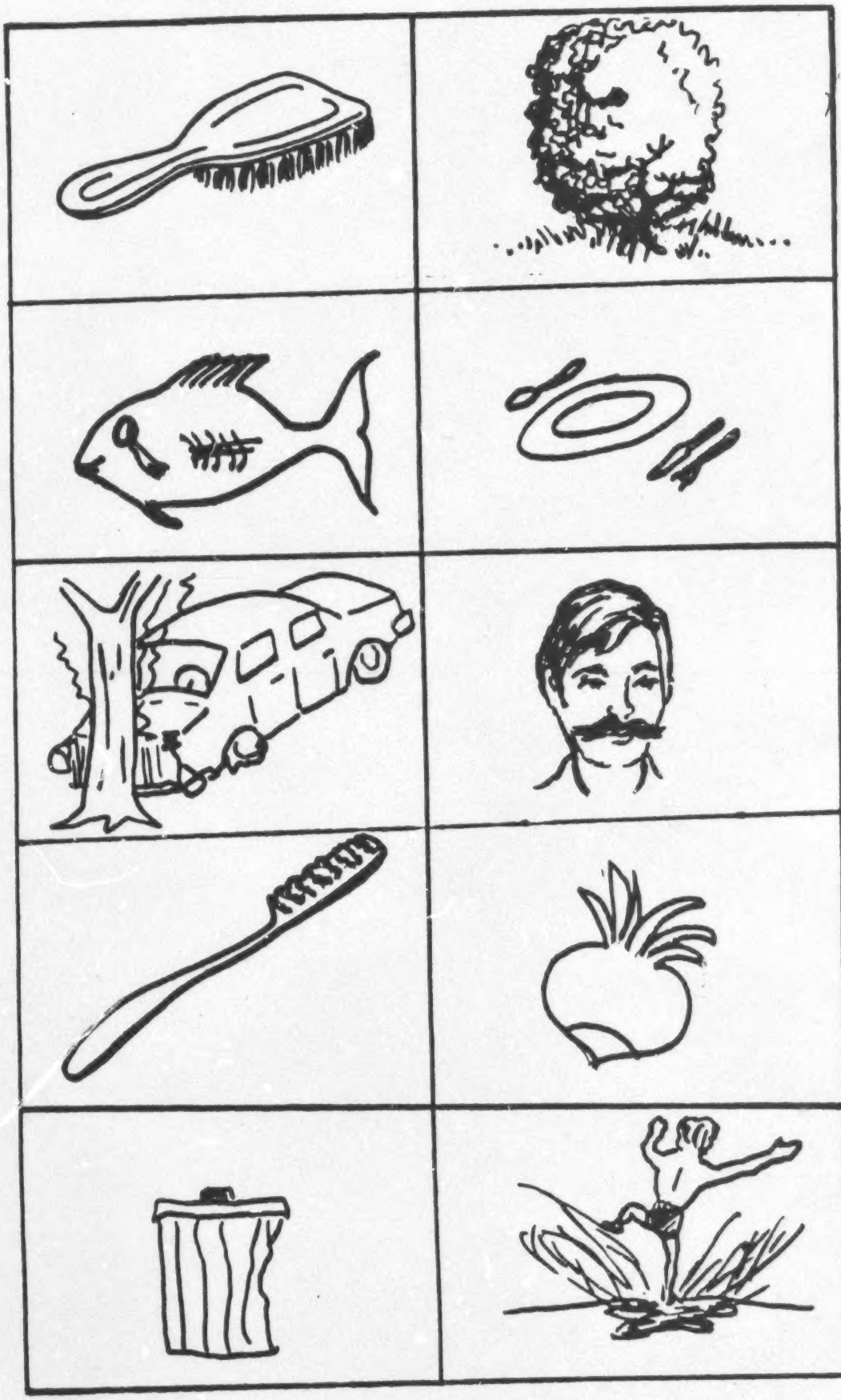
ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____.	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the postvocalic position in words. Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)
G		Administer Final Criterion Test: (refer to instructions)		





ARTICULATION BASE PROGRAM /ʃ/ POSTVOCALIC



ARTICULATION BASE PROGRAM /ʃ/

PICTURES

Prevocalic	Intervocalic	Postvocalic
sheep	parachute	bush
shoe	wishbone	brush
shaver	horseshoe	fish
ship	flashlight	dish
shovel	dishes	crash
shirt	washing machine	toothbrush
shadow	eyelashes	trash
shell	fishbowl	mustache
shield	eggshells	radish
shopping cart	mushroom	splash

KEY SENTENCES

Prevocalic

You can pet the sheep.
Tie your shoe.
Daddy uses a shaver.
The ship sank.
A shovel is used for digging.
Jim got a new shirt.
The boy saw his shadow.
Mary found a shell.
The knight held a shield.
The shopping cart was filled with food.

Intervocalic

The parachute opened quickly.
Did you get the wishbone?
A horseshoe is lucky.
The flashlight was broken.
Do the dishes, please.
The washing machine was full.
Mary had long eyelashes.
Who broke the fishbowl?
Mother threw the eggshells away.
John picked the mushroom.

Postvocalic

The bush was green.
Where is the brush?
He caught a fish.
Hand me the dish.
Did you see the car crash?
Put toothpaste on your toothbrush.
Take out the trash, please.
Dad has a mustache.
There was a radish in the salad.

ARTICULATION BASE PROGRAM /ʃ /

Stories

Key words: shiny, crayfish, wish, should, finish, splash, catfish, shut.

Five shiny cray fish swimming up the river,
The first one said, "I wish I were bigger."
The second one said, "We should beware of a net."
The third one said, "They won't finish me yet!"
The fourth one said, "Let's splash away fast!"
The fifth one said, "I don't wish to be last."
Then SNAP went a catfish
And his jaws shut tight.
He ate the five shiny crayfish
In one big bite.

Key words: Chicago, vacation, Shirley, fish, fishpole, she.

One day, a little girl from Chicago went on a vacation with her family. Shirley and her father had tried to catch fish all week, but they just wouldn't bite. On the last day, they were sitting in the boat when Shirley saw her fishpole bend way down to the water. She was so excited when she pulled a big fish into the boat. When Shirley returned to Chicago from her vacation, she bragged that she caught the biggest fish on her very own fishpole.

RECORDING SHEET

CLIENT: _____ PROGRAM _____

CLINICIAN: _____ X = CORRECT RESPONSE

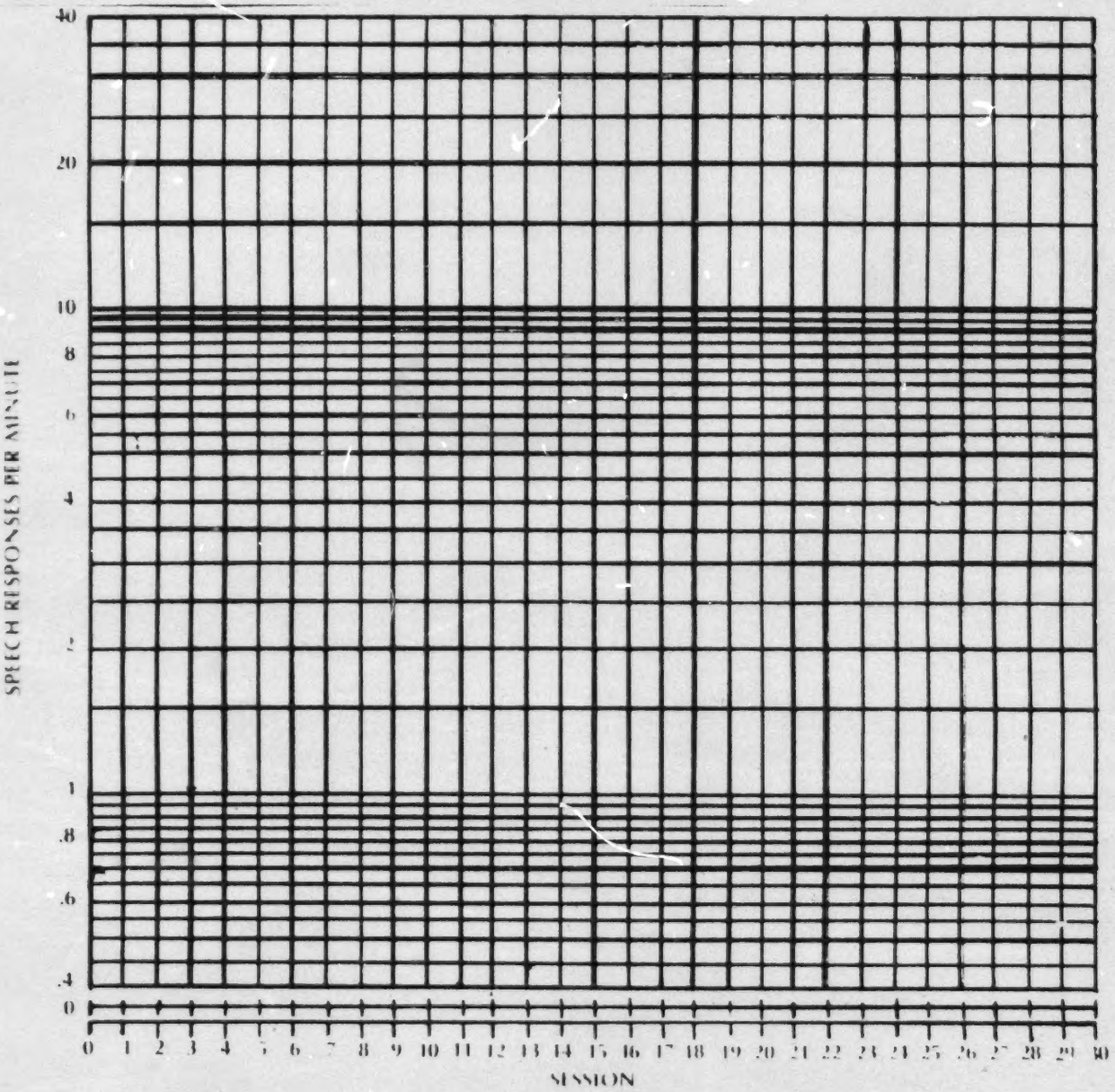
SUPERVISOR: _____ O = INCORRECT RESPONSE

Date	Reinforcement Schedule	Step	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Min. / Session

SPEECH RESPONSE CHART

CLIENT _____ SUPERVISOR _____

CLINICIAN _____ PROGRAM _____



TESTING INFORMATION

Date		Total Response Rate	Correct Response Rate	Error Response Rate
	Base Rate			
_____	(1) Sample	_____	_____	_____
	(2) Items		_____	_____
	Post-Test			
_____	(1) Sample	_____	_____	_____
	(2) Items		_____	_____

ARTICULATION BASE PROGRAM /k/ and /g/

I. Determine the base rate information and record it at the bottom of the Speech Response Chart under Testing Information.

A. Sample - results of conversational speech sample (see Program Definitions)

B. Items - results of Sound Production Task (page 5)

1. Therapy is indicated when the conversational speech sample shows less than 80% correct production of the target phoneme and correct production of the Sound Production Task is less than 24.

II. Shape sound in isolation (series A - Step 1) and proceed through Series and Steps as outlined in the program.

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VI. The program is terminated when series F is completed. Key words in stories are elicited through questions by the clinicians and the story is retold by the child at a level of 80% or better correct response rate.

VII. Final Criterion Test - administer the Sound Production Task. Criterion for passing is 24 out of 30 correct repetitions or reading of items. Engage the child in three minutes of conversational speech relevant to the stories in series F. Criterion for passing is 80% or better correct production of target phonemes.

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ARTICULATION BASE PROGRAM /k/ and /g/

30 Item Sound Production Task

1. take off
2. blue collar
3. Don't tell Ken.
4. boy's camp
5. /k/
6. Mike
7. I will keep my promise.
8. good king
9. /ek/
10. /ik/
11. /ku/
12. Who has a comb?
13. waken
14. He has an open collar.
15. /ko/
16. baking
17. When can you go?
18. He flies a kite.
19. I will serve Coke.
20. chicken
21. donkey
22. The police catch robbers.
23. come
24. silver canoe
25. Tom came home.
26. rocket
27. Do you have a pet canary?
28. Have Peg call you.
29. candy
30. blanket

ARTICULATION BASE PROGRAM

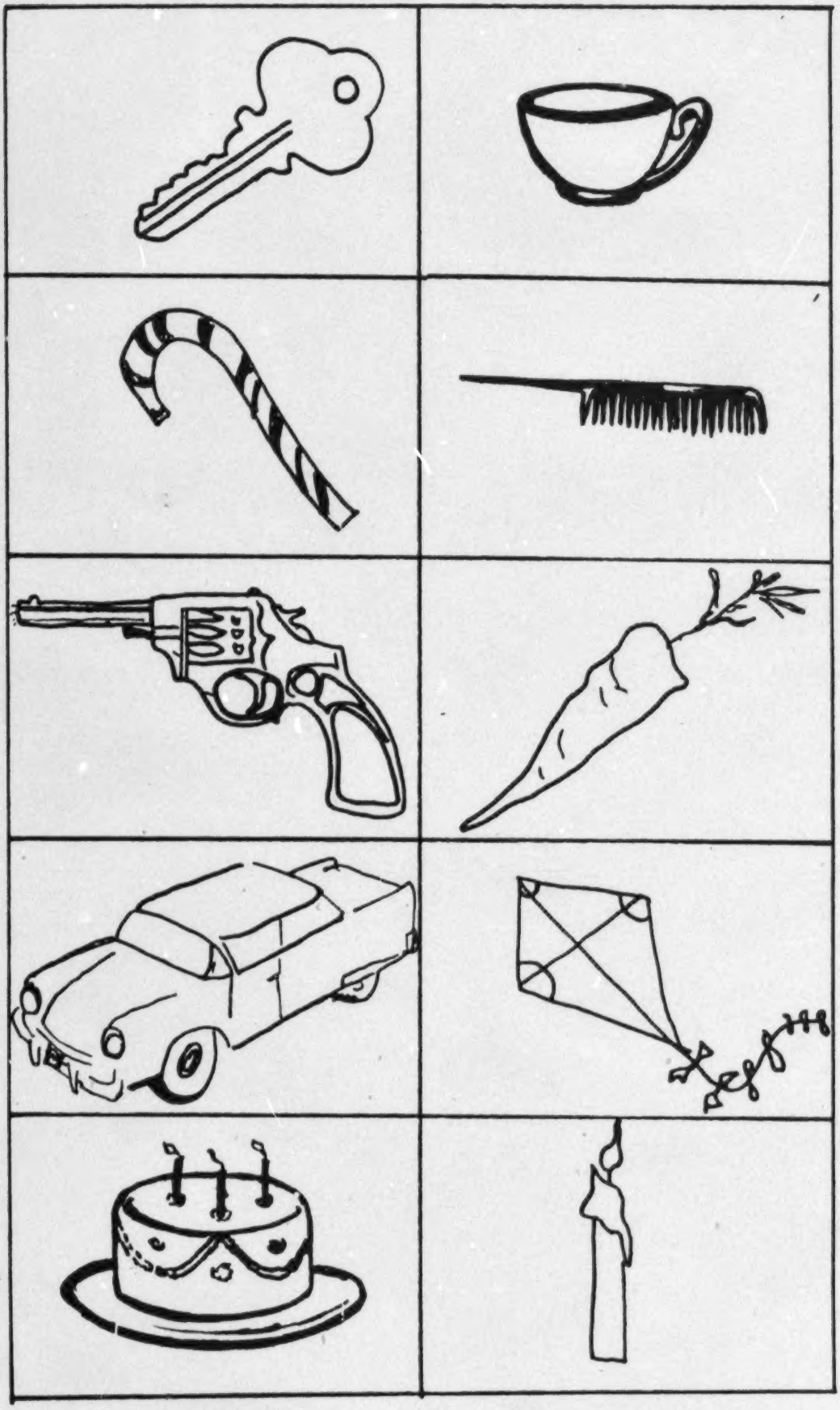
Series	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation.	CRF	
	2	Say / /*	CRF	15
	3	Say it by yourself.	CRF	15
B	1	Say /-e/ Say it by yourself.	CRF CRF	3 5
	2	Say /e-/ Say it by yourself.	CRF CRF	3 5
	3	Say / -e- / Say it by yourself.	CRF CRF	3 5
	4	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in prevocalic position in words. Say: _____.	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the intervocalic position in words. Say: _____	VR	10

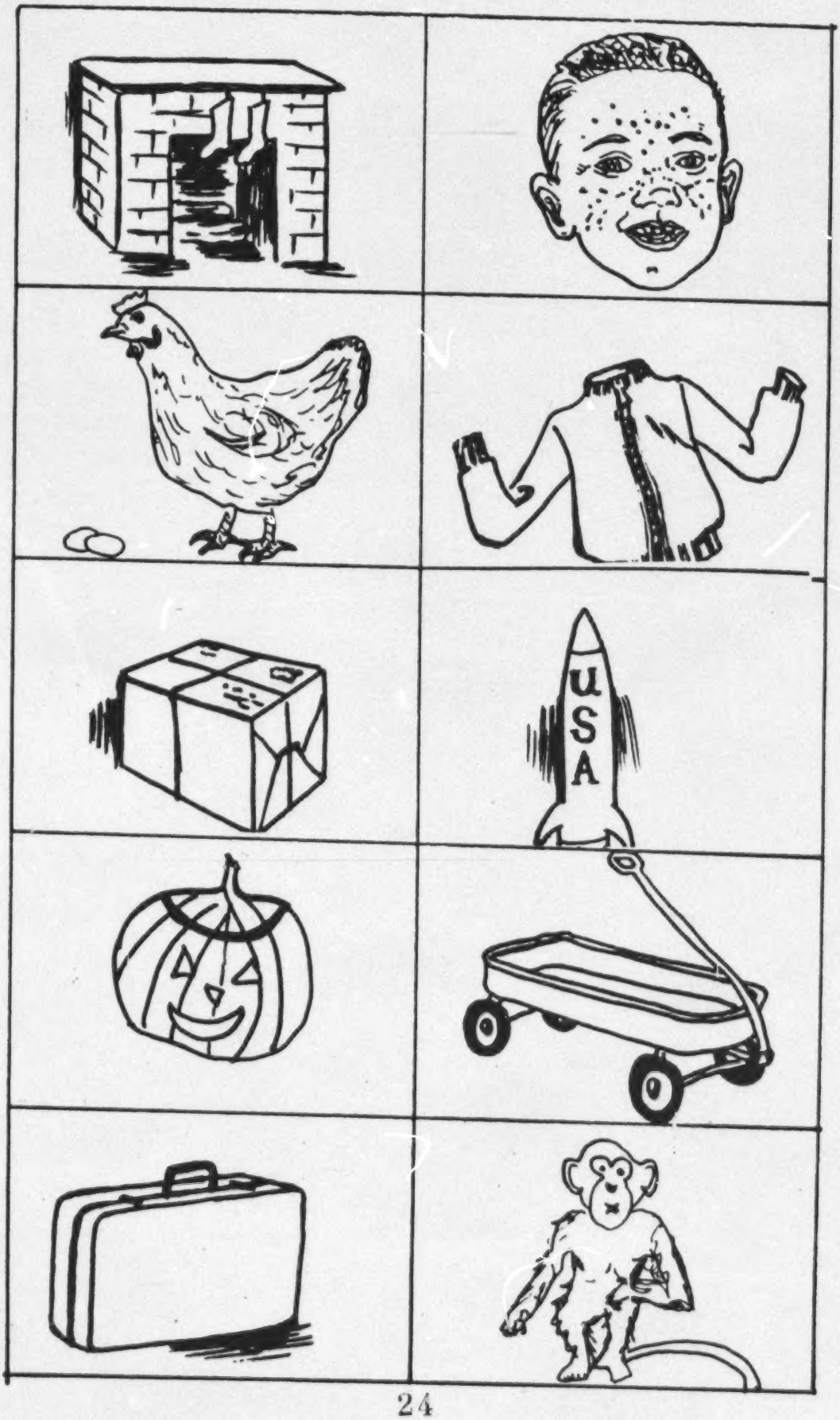
* / / = target phoneme

/-e/ = target phoneme combined with vowel such as /ke/

ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____.	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the postvocalic position in words. Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)
G		Administer Final Criterion Test: (refer to instructions)		

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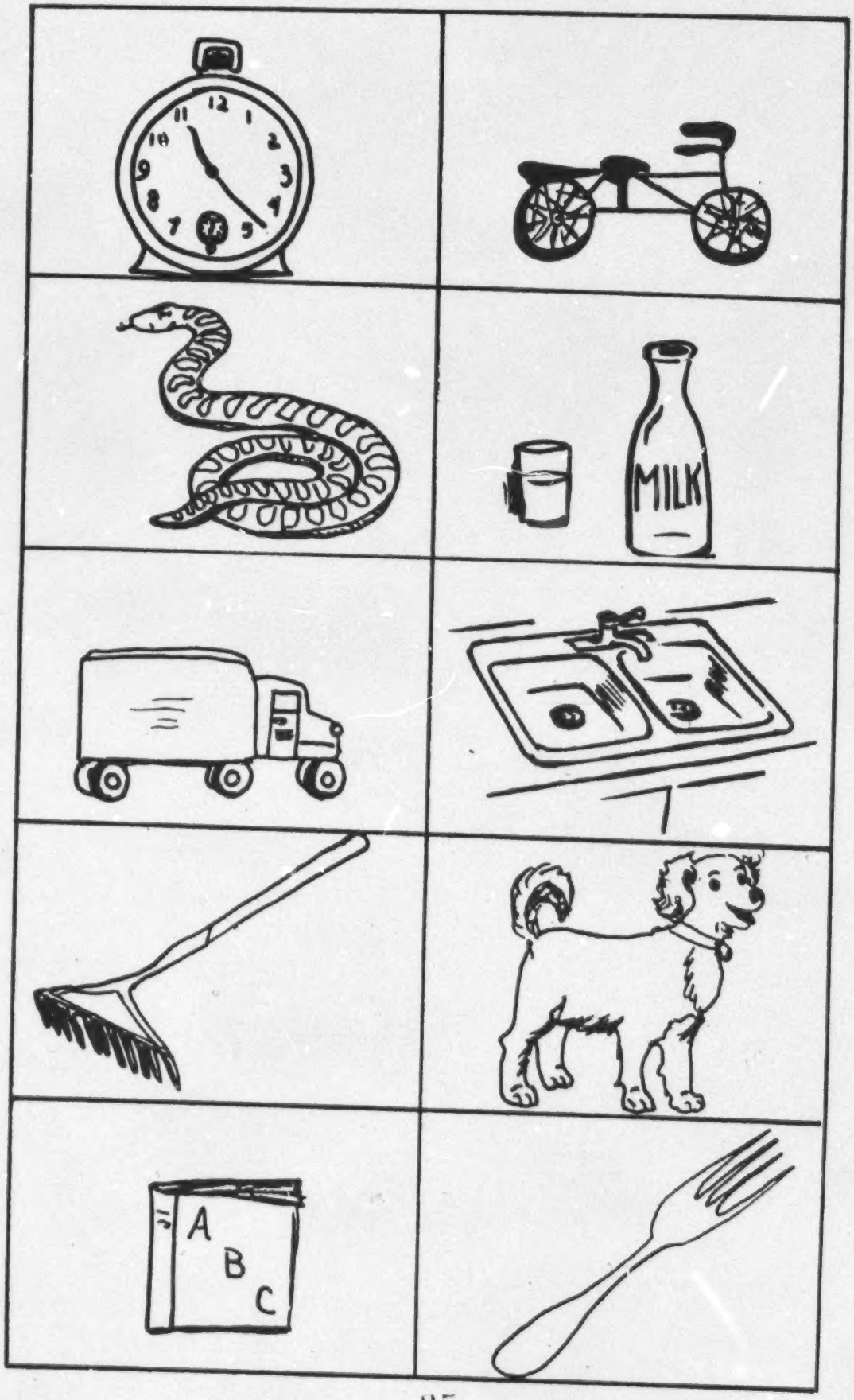

MILK
A
B
C

ARTICULATION BASE PROGRAM /k/ and /g/

PICTURES

Prevocalic	Intervocalic	Postvocalic
key	stocking	clock
candy cane	chicken	snake
gun	package	truck
car	pumpkin	rake
cake	suitcases	book
cup	freckles	bike
comb	jacket	milk
carrot	rocket	sink
kite	wagon	dog
candle	monkey	fork

KEY SENTENCES

PREVOCALIC

The key dones't fit.
I dropped the candy cane
The policemen has a gun.
His car is pretty.
He ate a piece of cake.
I'll have a cup of soup.
Did you comb your hair?
She ate two carrots.
My kite is in a tree.
The candle is still burning.

INTERVOCALIC

There is a hole in your stocking.
The chicken laid an egg.
You forgot your package.
I like pumpkin pie.
Pack your suitcase, please.
He has a lot of freckles.
Is your jacket too warm?
The rocket went to the moon.
John pulled Mary in the wagon.
The monkey is funny.

POSTVOCALIC

I can't see the clock.
I found a garden snake.
The truck has a flat tire.
Rake the leaves.
That book is funny.
Have you seen my bike?
I haven't finished my milk.
Put the dishes in the sink.
Did you see the big dog?
Eat with a knife and fork.

ARTICULATION BASE PROGRAM /k/ and /g/

Stories

Key Words: Peggy, circus, gave, cream, cone, monkey, took, careful

One day Peggy went to the circus. Her mother gave her some money so she bought an ice cream cone and went to see the animals perform. She saw a monkey riding on a horse and started to laugh at such a strange sight. All of a sudden the monkey jumped off of the horse and took Peggy's ice cream cone. Peggy will be more careful the next time, I'm sure!

Key Words: Gary, crow, corn, gun, going, again, big.

Gary was a crow who lived in a big tree. Early each morning, he would fly as fast as an arrow to a field and return with some corn. Farmer Brown didn't want to lose his corn to a crow. One morning he waited for Gary with his gun. The crow was going to land when Farmer Brown fired one shoot. Gary left the field even faster than an arrow. He returned to his tree, and didn't bother that field again.

RECORDING SHEET

CLIENT: _____ PROGRAM _____

CLINICIAN: _____ X = CORRECT RESPONSE

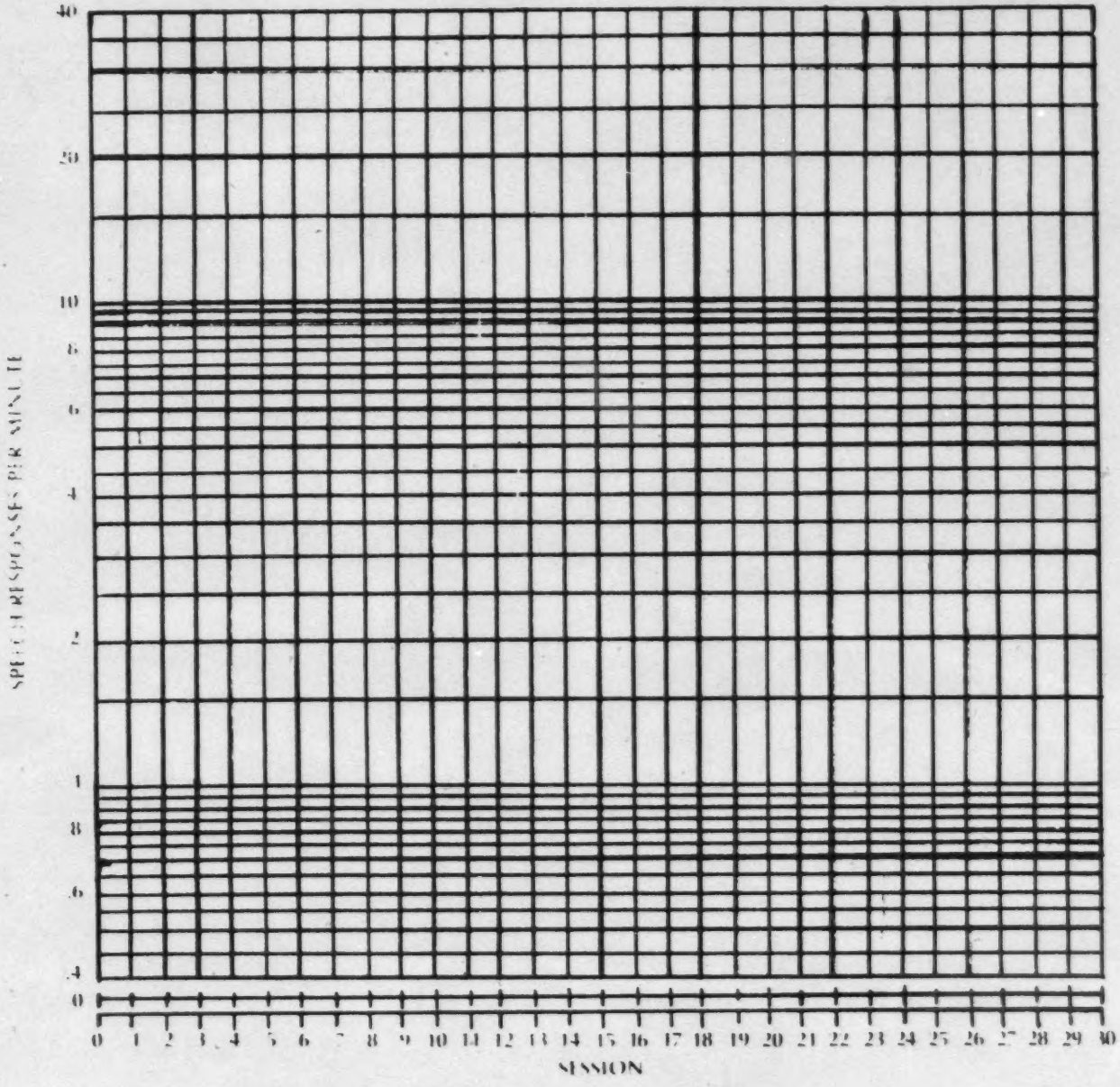
SUPERVISOR: _____ O = INCORRECT RESPONSE

Date	Reinforcement Schedule	Step	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Min. / Session

SPEECH RESPONSE CHART

CLIENT _____ SUPERVISOR _____

CLINICIAN _____ PROGRAM _____



TESTING INFORMATION

Date		Total Response Rate	Correct Response Rate	Error Response Rate
	Base Rate			
_____	(1) Sample	_____	_____	_____
	(2) Items		_____	_____
	Post-Test			
	(1) Sample		_____	_____

ARTICULATION BASE PROGRAM /f/ and /v/

I. Determine the base rate information and record it at the bottom of the Speech Response Chart under Testing Information.

   A. Sample - results of conversational speech sample (see Program Definitions)

   B. Items - results of Sound Production Task (page 5)

      1. Therapy is indicated when the conversational speech sample shows less than 80% correct production of the target phoneme and correct production of the Sound Production Task is less than 24.

II. Shape sound in isolation (series A - Step 1) and proceed through Series and Steps as outlined in the program.

III. When beginning the new sound, it may be necessary to review several steps before proceeding with new steps. However, this is left up to the discretion of the clinician.

IV. Criterion for Branching

   If at any time the child's performance falls below an 80% correct response rate the clinician should branch.

V. Recording Responses and Graphing

   A. Record correct and incorrect responses on the Recording Sheet. Convert the scores into rates/minutes and plot the Total Response Rate and Error Response Rate on the Speech Response Chart.

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An 80% or better correct response rate is indicated if the distance between the total response rate and the error response rate is two inches or more apart on the logarithmic graph (Speech Response Chart).

VI. The program is terminated when series F is completed. Key words in stories are elicited through questions by the clinicians and the story is retold by the child at a level of 80% or better correct response rate.

VII. Final Criterion Test - administer the Sound Production Task. Criterion for passing is 24 out of 30 correct repetitions or reading of items. Engage the child in three minutes of conversational speech relevant to the stories in series F. Criterion for passing is 80% or better correct production of target phonemes.

A. Record scores at the bottom of the Speech Response Chart under Testing Information - Post Test.

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Program Definitions

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ARTICULATION BASE PROGRAM /f/ and /v/

30 Item Sound Production Task

1. Take forty marbles.
2. never
3. Pete fed a cat.
4. Who took his valentine?
5. Peter fell down.
6. /af/
7. pretty vase
8. It's a wet forest.
9. coffee
10. I had soup for lunch.
11. /va/
12. I am four minutes late.
13. /f/
14. He is seven.
15. billfold
16. perfect
17. grandfather
18. /of/
19. thick fog
20. stove
21. gopher
22. I saw a fireman.
23. big field
24. He has a fever.
25. fat
26. Did you buy cat food?
27. safer
28. blue envelope
29. The man found a penny.
30. /fe/

ARTICULATION BASE PROGRAM

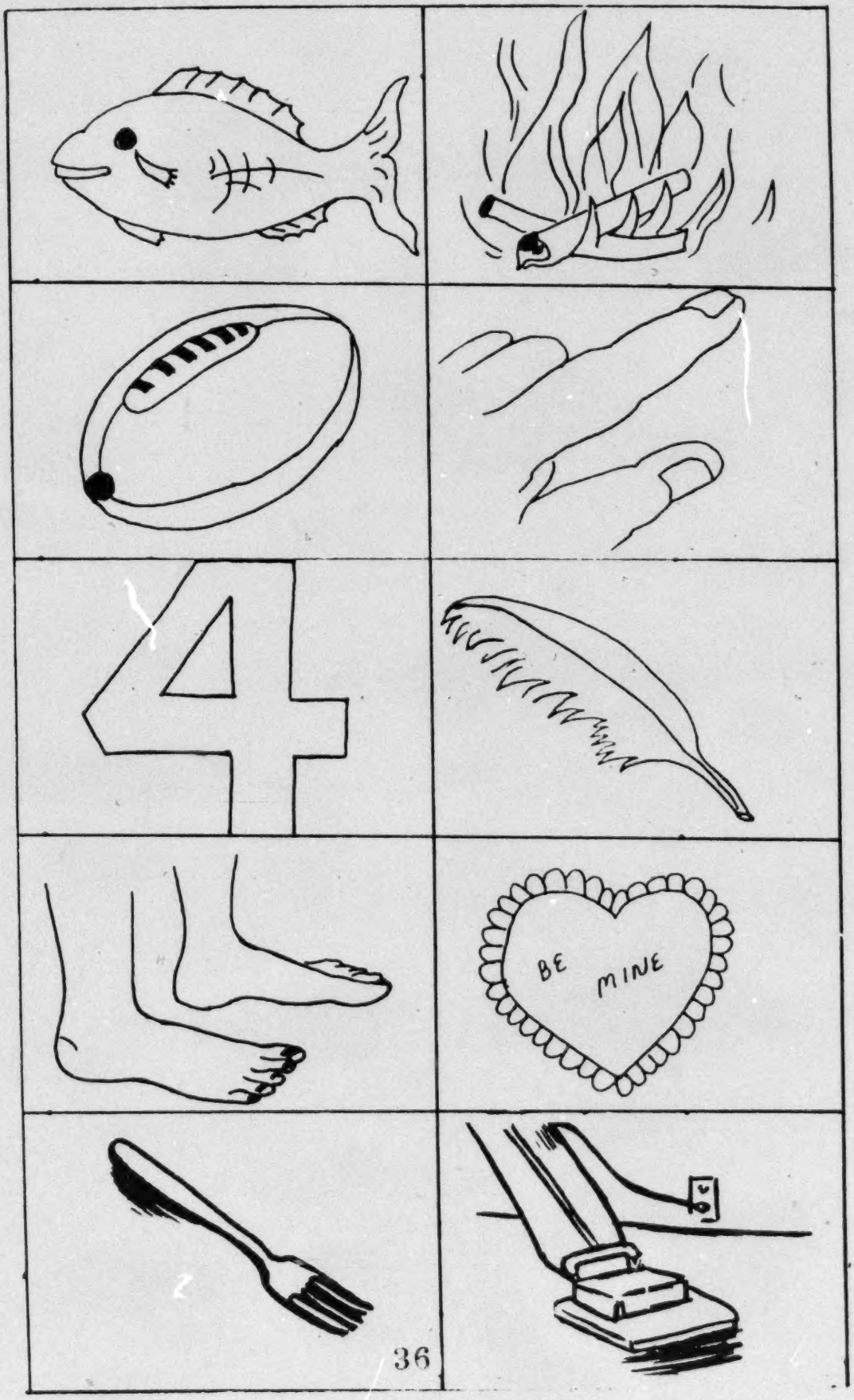
Series	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation.	CRF	
	2	Say / /*	CRF	15
	3	Say it by yourself.	CRF	15
B	1	Say /-e/	CRF	3
		Say it by yourself.	CRF	5
	2	Say /e-/	CRF	3
		Say it by yourself.	CRF	5
	3	Say / -e- /	CRF	3
		Say it by yourself.	CRF	5
	4	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in prevocalic position in words. Say: _____.	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the intervocalic position in words. Say: _____	VR	10

* / / = target phoneme

/-e/ = target phoneme combined with vowel such as /ke/

ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____.	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____.	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the postvocalic position in words. Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)
G		Administer Final Criterion Test: (refer to instructions)		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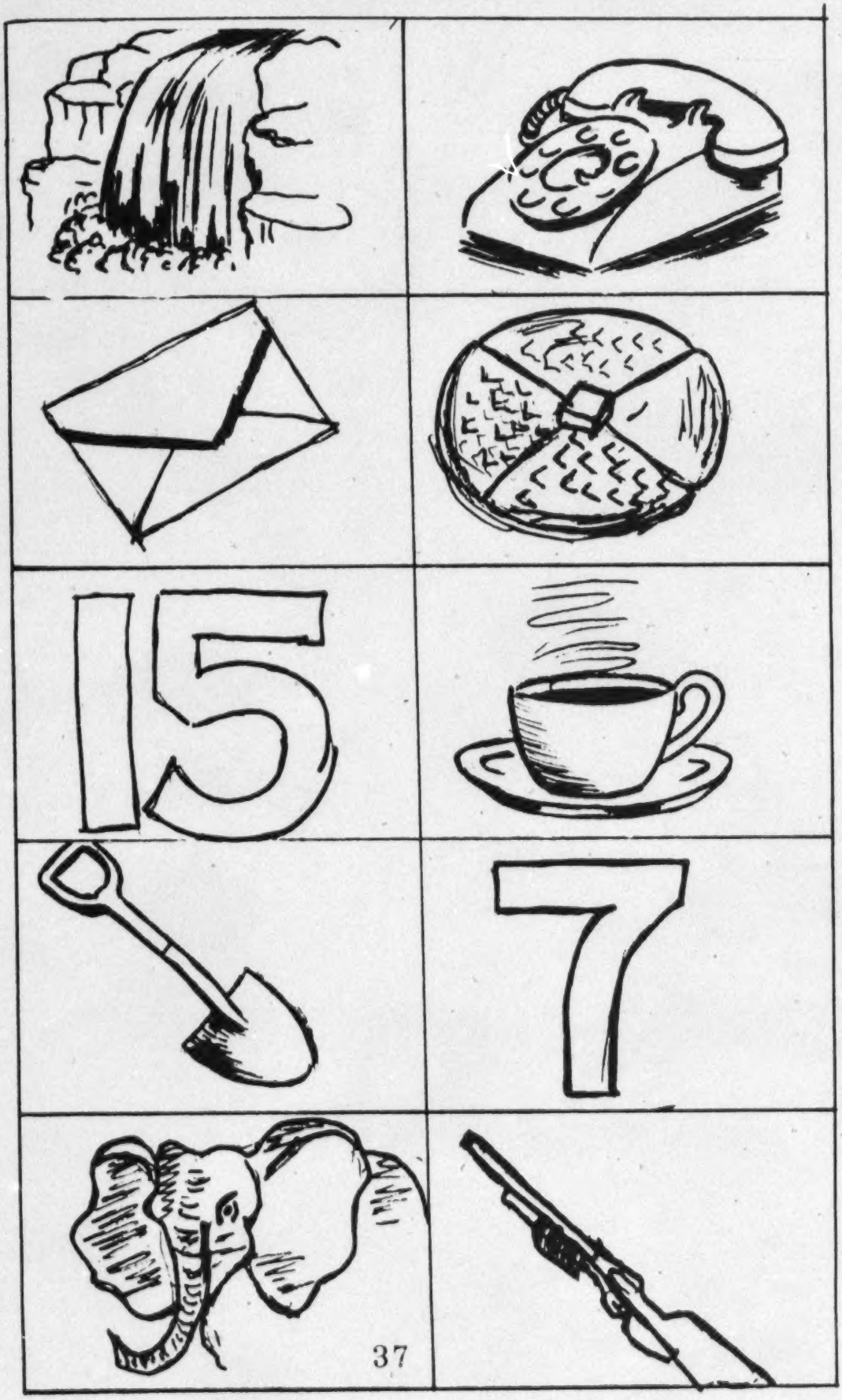
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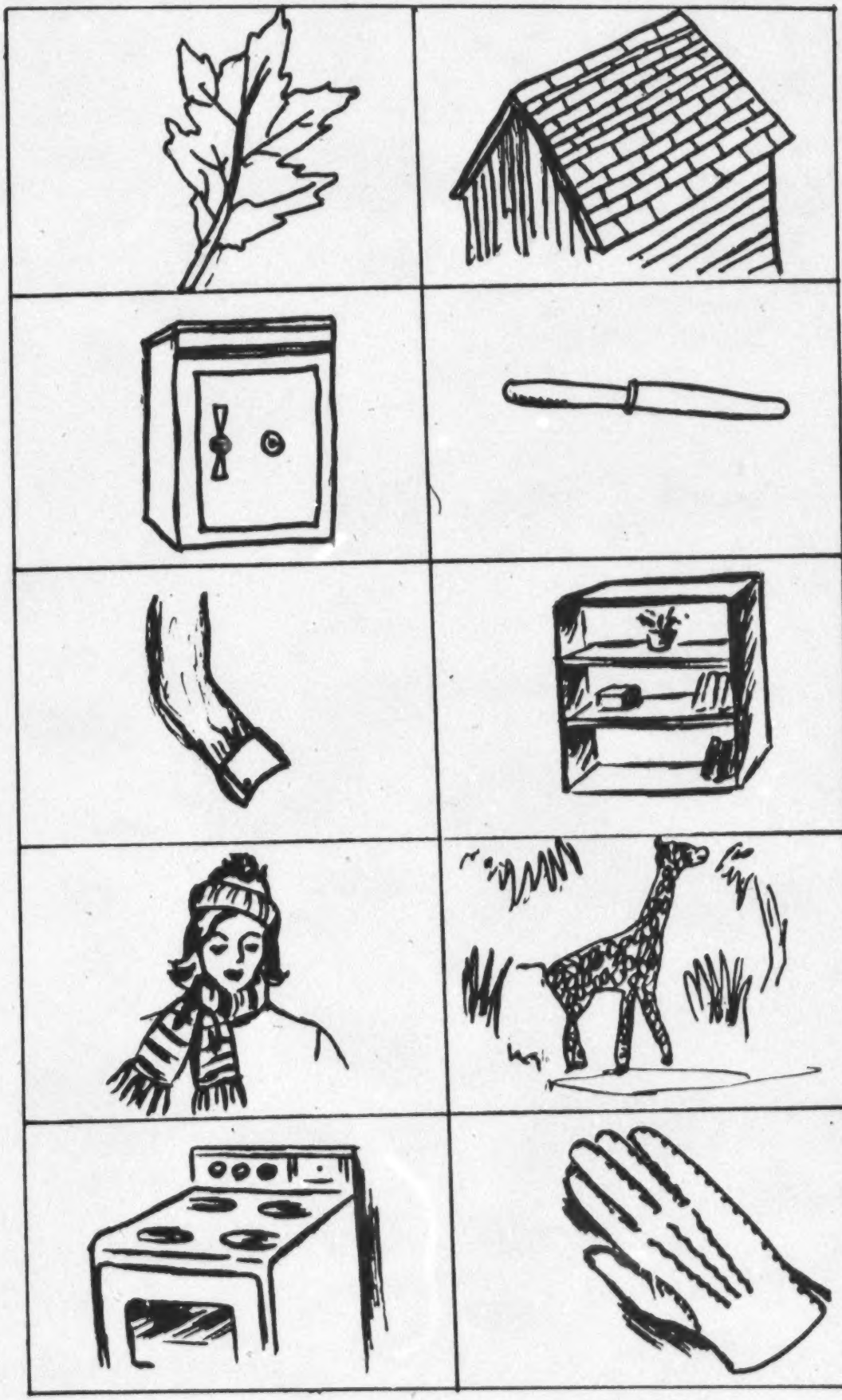


ARTICULATION BASE PROGRAM /f/ and /v/

PICTURES

Prevocalic	Intervocalic	Postvocalic
fish	waterfall	leaf
football	envelope	safe
four	fifteen	sleeve
feet	shovel	scarf
fork	elephant	stove
fire	telephone	roof
finger	waffle	knife
feather	coffee	shelf
valentine	seven	giraffe
vacuum cleaner	rifle	glove

KEY SENTENCES:

Prevocalic

Fish swim in cold water.
I kicked the football.
We made four paper hats.
My feet got wet in the rain.
I eat with a fork.
Fire is hot.
I cut my finger.
Birds have feathers.
The valentine was red.
Mother uses a vacuum cleaner.

Intervocalic

We saw a pretty waterfall.
Put the letter in the envelope.
Bob has fifteen pennies.
Daddy uses a shovel.
An elephant has big ears.
May I use your telephone.
John ate a waffle.
The coffee is too hot to drink.
My dog had seven puppies.
The cowboy has a rifle.

Postvocalic

A leaf fell off the tree.
The robbers broke into the safe.
Her sleeve was wrinkled at the elbow.
I wear a long blue scarf in the winter.
Mother cooks food in our stove.
The cat climbed up on the roof.
The knife is sharp.
Sally put her books on the shelf.
A giraffe has a long neck.
I lost my glove.

ARTICULATION BASE PROGRAM /f/ and /v/

Stories

Key Words: Jeff, forest, fort, elephant, Rover, every, ever

Jeff and his dog Rover walked out of the fort to go hunting in a big forest. He wanted to shoot a big elephant with his bow and arrow. He walked down the trail looking in every direction. Suddenly, Jeff saw the biggest elephant he had ever seen. He dropped his bow and arrow, and started to run back to the fort. As he ran, he yelled, "Come on Rover, let's get out of this forest."

Key Words: Stephen, father, football, after, very

One day Stephen and his father went to the park to play football. Stephen wore his blue mittens and his warmest pair of boots. His father wore a light jacket. Very soon, his father's hands were too cold to play football. They had to go home and warm up with a cup of hot chocolate. After they got home, Stephen remembered that his mittens were still at the park.

Key Words: Frank, farmer, five, never, fox, farm

Frank was a farmer. He never got up early like most farmers do. Instead of getting up at five o'clock, he would sleep until noon. Frank didn't keep any cows or pigs or chickens on his farm. He was a fox farmer. His five foxes had nice clean pens in back of the big red barn. He never caused him any trouble, so Frank was a happy farmer.

RECORDING SHEET

CLIENT: _____ PROGRAM _____

CLINICIAN: _____ X = CORRECT RESPONSE

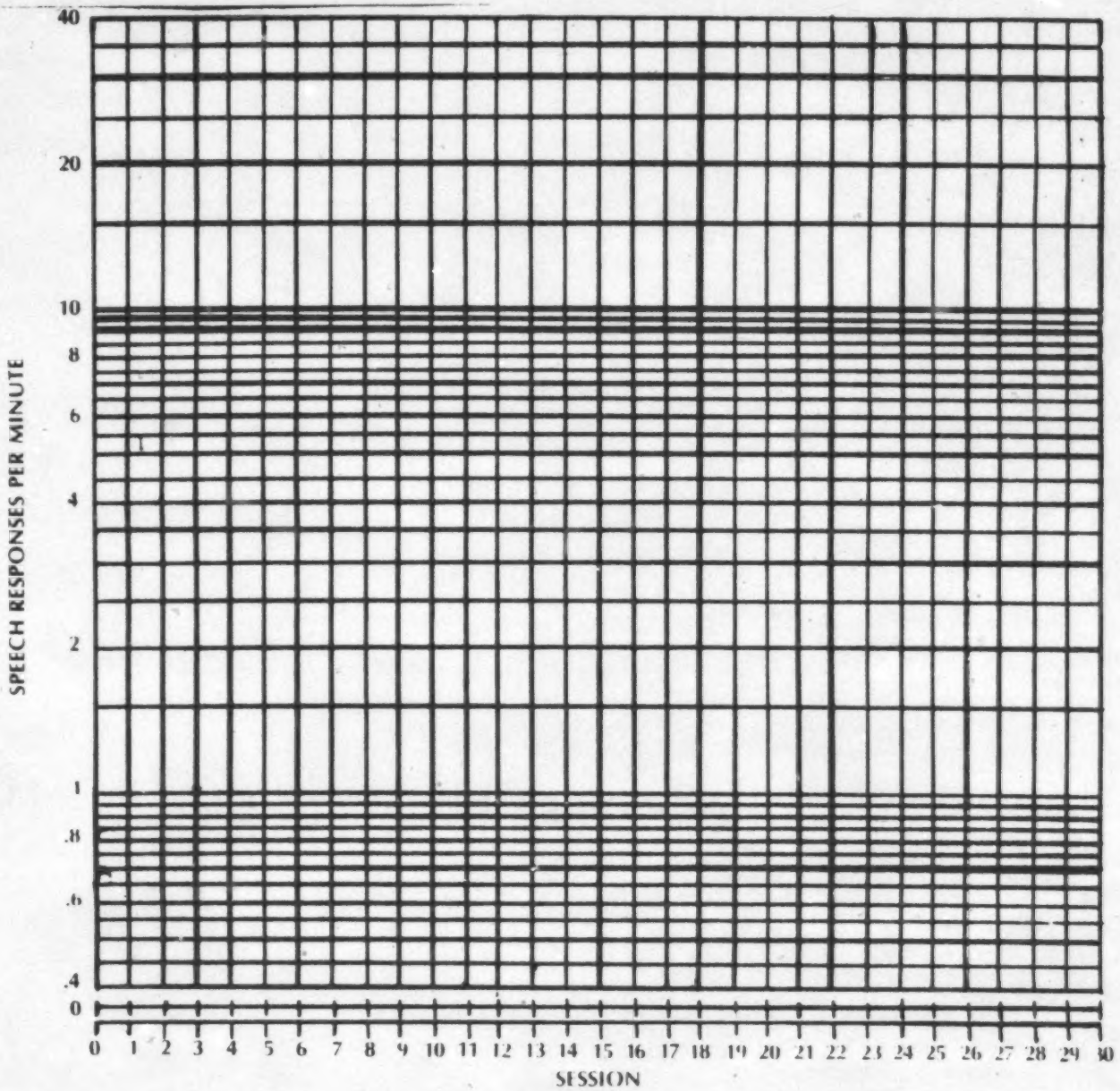
SUPERVISOR: _____ O = INCORRECT RESPONSE

Date	Reinforcement Schedule	Step	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Min. / Session

SPEECH RESPONSE CHART

CLIENT_____ SUPERVISOR_____

CLINICIAN_____ PROGRAM_____



TESTING INFORMATION

Date		Total Response Rate	Correct Response Rate	Error Response Rate
	Base Rate			
_____	(1) Sample	_____	_____	_____
	(2) Items		_____	_____
	Post-Test			
_____	(1) Sample	_____	_____	_____
	(2) Items		_____	_____